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ABSTRACT

Approximately 85 educators from six states participated in a regional conference designed to showcase exemplary and collaborative programs to overcome many of the barriers faced by rural adults in pursuing higher education. After the keynote address, "The Role of Adult Learning in Revitalizing Rural Communities," by Cornelia Butler Flora, the following descriptions of 19 exemplary programs are provided: (1) "After the Associate Degree...Distance Education via Computer Conferencing" (re: the American Open University of NYIT; (2) "The Community College as Resource to Local Literacy Programs" (re: Mountain Empire Community College, Virginia); (3) "Adult Learners and AEOC--Accepting the Challenge" (re: Appalachian Educational Opportunity Center, Virginia); (4) "Efforts to Overcome Barriers Experienced by Rural Adults" (re: Caldwell Community College, North Carolina); (5) "The North Carolina Rural Renaissance Consortium" (re: Central Piedmont Community College); (6) "Academic Articulation Agreement between Clinch Valley College (Virginia) and Virginia Highlands Community College"; (7) "Older Worker Program" (re: Hazard Community College, Kentucky); (8) "The MAPP (Moving--Academically, Professionally, and Personally) Program at Lander College (South Carolina)"; (9) "Mars Hill College (North Carolina) and York Technical College (South Carolina): Education in the Workplace"; (10) "Adult Degree Program" (re: Mary Baldwin College, Virginia); (11) "Project Employment Potential" (re: New River Community College, Virginia); (12) "Rural Education Project" (re: Piedmont Virginia Community College); (13) "Reaching Out to Adult Learners: Using Inexpensive Telecommunications Technology and Implementing a Flexible Adult Degree Program" (re: Radford University, Virginia); (14) "Telecommunications Technology" (re: Southern West Virginia Community College); (15) "Single Parents and Displaced Homemakers' Program and Single Parent/Homemaker Career Awareness" (re: Tri-Cities State Technical Institute, Tennessee, and Hazard Community College, Kentucky); (16) "How a Small Liberal Arts Institution in Tennessee Is Meeting Corporate Educational Needs" (re: Tusculum College); (17) "Reentry Center" (re: Western Kentucky University); (18) "Providing Library Service to Rural Areas at West Virginia College of Graduate Studies"; (19) "Educational Talent Search" (re: Wytheville Community College, Virginia). (MDB)

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PROGRAMS AND ACTIVITIES TO OVERCOME BARRIERS TO RURAL ADULT PARTICIPATION IN POSTSECONDARY EDUCATION

INCREASING RURAL ADULTS' PARTICIPATION IN COLLEGIAL PROGRAMS: EXEMPLARY PROGRAMS

Proceedings of Rural Action Conference

Donaldson Brown Center

Blacksburg, Virginia

June 1, 2 & 3, 1987

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FOREWORD

Approximately 85 instructors, counselors, division directors, deans, presidents, university personnel and graduate students from six states participated in the regional conference on Programs and Activities to Overcome Barriers to Rural Adults' Participation in Postsecondary Education. The general purpose of the conference, conducted June 1, 2 and 3, 1987, at the Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, was to share information about exemplary and collaborative programs that are designed to overcome many of the barriers rural adults face in pursuing higher education. Representatives from Kentucky, Tennessee, North Carolina, South Carolina, West Virginia, and Virginia shared in the "showcasing" of successful programs from their colleges and service areas. In addition to college, university, and community presenters, nationally recognized speakers were selected for their expertise in the area of rural education and for their research and leadership in the field. Formal presentations were supplemented with discussion groups, question and answer periods, and a concepts and strategies workshop held on the final day.

It is the hope of the project and conference staff that through information shared during the conference, networks that were created by the contacts made in Blacksburg, and the dissemination of these proceedings opportunities for rural adults to participate in higher education will be expanded throughout the region and perhaps the nation. We encourage readers of these proceedings to contact presenters directly for more information about the programs that are described briefly herein.

Special thanks are also extended to all of the presenters, the Virginia Tech graduate students who assisted as recorders, and to the program planning committee for development of the conference.

W. Robert Sullins & James L. Hoerner
Co-Directors

W. Terry Whisnant
Project Manager

ABOUT THE ACTION AGENDA PROJECT

In 1981 some twenty-eight rural educators made history, coming together in the first national conference in rural postsecondary education. Known as the Kansas City Initiative, this conference adopted a rural "Bill of Rights" and developed the Rural Postsecondary Action Agenda, a blueprint for continued work on behalf of rural adult education.

In 1983 a consortium of institutions known as the Action Agenda Project received federal funding (Fund for the Improvement of Postsecondary Education) to begin implementation of this agenda. Over the past four years, the Action Agenda Project has brought cohesion to efforts on behalf of rural adults as well as stimulated other organizations to explore rural needs. A data file of more than 6000 individuals and organizations that span the entire range of formal and non-formal providers is now being maintained. Publications that provide information on rural adults, model programs, private funding resources, and consultants have been disseminated to nearly 800 individuals and institutions. Regional conferences attracted more than 200 professionals to share concerns, celebrate successes, and explore the problems facing rural areas. These conferences led to the formation of three regional initiatives in which significant efforts in regional networking and model

dissemination are currently underway. The Appalachian Regional Initiative that sponsored this conference was one of these efforts.

In September 1986 a National Invitational Conference on Rural Postsecondary Education brought leaders of national education, rural, and policy organizations together with rural educators and learners. Following a series of panel presentations on issues affecting rural access to educational services, conference participants joined small group discussions to build a list of needs for improving service to rural areas. In addition to the specific needs related to literacy, economic development, and improved collaboration, conference participants called for the creation of a national clearinghouse to support continued work on behalf of rural needs. Work to create such a clearinghouse is now underway.

ABOUT THE CLEARINGHOUSE

In September 1986 a National Invitational Conference on Rural Postsecondary Education brought leaders of national education, rural, and policy organizations together with rural educators to explore the need for improved rural access to postsecondary education. At the conclusion of the conference, rural practitioners and association representatives called for the formation of a clearinghouse that could serve the networking and dissemination needs of rural practitioners as well as advocate rural needs with relevant publics.

In response to this call, the Action Agenda Project has developed plans to form a National Clearinghouse on Rural Postsecondary Education and Development. Plans are for the clearinghouse to: (1) disseminate effective models for serving rural areas, (2) facilitate the development of effective models in response to selected rural problems, (3) provide forums for the exchange of information among professionals from the entire range of educational providers serving rural areas, (4) develop regionally organized and supported efforts capable of responding to needs specific to that region, and (5) act as an advocate on behalf of rural needs by working with relevant publics to improve educational services made available to rural areas. Steering committee members and project staff are now seeking private support to establish the clearinghouse. Long-

range plans call for the clearinghouse to become self-supporting.

If you or a representative of your organization are interested in rural problems and would like to become part of our efforts, please contact the Action Agenda Project at:

Action Agenda Project
Division of Continuing Education
Umberger Hall 306
Kansas State University
Manhattan, KS 66506

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About the Appalachian Initiative

Rural adults participate in postsecondary education at a lower rate than their urban and suburban counterparts. The reasons for this lack of participation are often due to barriers that may be avoidable and colleges may do much to reduce or eliminate the effect of those barriers on adults they wish to serve. The Appalachian Initiative at Virginia Tech's College of Education was funded under a subcontract awarded by the Funds for Improvement of Postsecondary Education (FIPSE) Project at Kansas State University. The project goal for 1985-86 was to identify barriers to adult participation that were peculiar to or intensified in the Appalachian region. During 1986-87 the project goals were to identify and disseminate information about exemplary programs at colleges that seem most effective in overcoming many of the barriers identified during the first year. The geographic region that was the target of study included Kentucky, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Specific goals for the 1986-87 project were to conduct a regional survey to identify exemplary collaborative programs that reduce or eliminate barriers to adult participation in two and four-year colleges in the Appalachian region of the six states; conduct a dissemination/working conference to share information about the exemplary programs identified in the first phase; and publish and disseminate the conference

proceedings or monograph to share information about the exemplary programs.

The first step in this study was to develop and mail a survey that focused on activities identified by institutional representatives as efforts designed to overcome one or more of the barriers. The survey was mailed to all four-year and community colleges, community education agencies, and volunteer programs or agencies serving rural adults throughout the six state geographic region.

A total of 402 institutions, programs, or agencies were surveyed. Of these, 98 responded to the survey (See Table 1).

Table 1

Respondents Listing Programs to Overcome Barriers to Adult Participation by State and Type of Institution

STATE	TYPE OF INSTITUTION					
	Public 2 yr.	Public 4 yr.	Private 2 yr.	Private 4 yr.	Other	Total
Kentucky	3	7	0	6	1	17
N. Carolina	13	3	1	4	1	22
S. Carolina	5	2	0	6	1	14
Tennessee	5	5	0	3	0	13
Virginia	10	4	0	5	3	22
W. Virginia	2	1	0	5	2	10
TOTALS	38	22	1	29	8	98

Several of the institutions responding to the survey listed more than one program designed to overcome barriers to rural adult postsecondary education. From the 98 institutions responding, a total number of 233 programs were identified. The breakdown of identified programs by state is listed in Table 2.

Table 2

Number of Programs and Institutions Reporting Programs to Overcome Barriers to Adult Participation by State

STATE	NUMBER OF INSTITUTIONS	NUMBER OF PROGRAMS REPORTED
Kentucky	17	45
North Carolina	22	55
South Carolina	14	30
Tennessee	13	33
Virginia	22	50
West Virginia	10	20
TOTAL	98	233

Programs identified by respondents were varied and ranged from common activities such as night or weekend classes to more complex programs such as unique applications of technology. They included low or no cost application of resources already available to high cost externally funded projects, and they

included single institution projects as well as multi-institution collaboratives.

Because of conference schedule limitations, only 16 of the 233 nominated programs could be selected for presentation. A program review committee was established in an attempt to identify more accurately the exemplary programs among those nominated. After an initial review, a second survey was mailed to each of the nominated programs to gain more detailed information about the nominated programs and allow the review committee to identify which programs were exemplary and/or collaborative. The final selection was determined by consensus of the program review committee. Criteria for selection of programs for presentation at the exemplary programs dissemination conference included evidence that the program was effective in increasing adult participation; indication that the program was the "best of its type" among similar programs nominated; and ease of replication of the program at other colleges or agencies throughout the region.

Keynote Address

Keynote Address

The Role of Adult Learning in Revitalizing Rural Communities

Cornelia Butler Flora
Professor of Sociology
Kansas State University

Adult learning is a key that will allow rural communities to respond to the changing world economic structure in positive ways by empowering rural people to make informed choices about their individual and collective futures. Adult learning is particularly important in Appalachia, as it is a region where rural communities have reacted rather than been active in the face of social change.

Appalachia's rural counties grew and developed faster than the rest of the United States between 1965 and 1980, but declined faster between 1980 and the present, as measured by employment and labor force participation. Unemployment increased faster in Appalachia than in the rest of the rural United States.

Appalachia, dependent on mining and light manufacturing, prospered between 1965 and 1980 because of the structure of the world economy. The relatively low and decreasing value of the U.S. dollar made these products internationally competitive. Further, during the 1970s high inflation favored investment in these enterprises.

However, the 1980s saw a reversal of these trends. U.S. monetary and fiscal policy combined to reduce the rate of inflation, increase real interest rates, and dramatically increase the value of the dollar. The shift in U.S. macro-economic policy triggered a world debt crisis that encouraged many of our past customers to begin competing directly with us, even in domestic markets.

The impact of those macro-economic trends were exacerbated by a series of implicitly anti-rural policies implemented in the early 1980s. These included (1) deregulation, which served particularly to increase the relative costs of transportation and communication in rural areas; (2) relaxation of anti-trust laws, which led to company mergers and plant shut-downs; (3) increases in the indirect costs of labor, including increases in social security taxes and unemployment insurance, which hit

labor intensive enterprises such as those in Appalachia particularly hard, and encouraged the substitution of capital for labor in coal mining or the flight of plants to cheaper sources of labor overseas; and (4) tax laws favoring capital intensive urban development and urban construction, further pulling capital out of the Appalachia region.

Although tax laws sheltering investment in urban construction have changed and the dollar has fallen on the world market, the conditions faced by rural Appalachian communities in no way resemble the conditions of the 1960s and 1970s. Individuals and community groups need to understand these new conditions to make reasoned choices. Adult education not only provides the knowledge base, from basic literacy to global awareness, facilitating such choices, it provides an organizational base for collective decision making to occur.

Exemplary Programs

After the Associate Degree. . .
Distance Education Via Computer Conferencing

Angela J. Richards, M.P.S.
Director, Academic Studies
American Open University of
New York Institute of Technology

The ability of distance learners to participate in programs designed to provide access to higher education has a tremendous impact on the future of adult education. Too many higher education systems have ignored the unique educational needs of the community college graduate, many of whom must work and attend school part time. These students require more flexible delivery systems, teaching methods, and support services from those that colleges have created for the full time, 18-22 year old undergraduate student.

The American Open University of New York Institute of Technology's (AOU/NYIT) distance learning program was created in 1984 to meet the needs of students who are unable to complete a four year degree in the traditional manner. AOU/NYIT has as its mission the education of adults who are handicapped by time, location, family responsibilities, or any other barrier facing them as they pursue a baccalaureate degree. Distance education may be the only access to completing a four year degree that many of them will ever have.

The AOU/NYIT program is the only accredited institution in the country that enables a student to obtain a baccalaureate degree entirely in a distance learning format using the computer as the communication link between the processor and the student and even among students. The educational delivery system is an interactive learning model that applies the technology of computer conferencing to an academic setting and provides independent learners with on-line communication. The ease and increased communication that transcends geographic boundaries involve students to a greater degree in the learning process and this subsequently leads to improved satisfaction and student success.

The Community College As Resource To Local Literacy Programs

Contact Person: Rhoda Kyle
Associate Professor
Developmental English/Reading
Mountain Empire Community College
Big Stone Gap, VA

When analyzing the population data and the approximate number of functionally illiterate adults, it was found that Southwest Virginia had a much higher proportion than either the statewide or national rates. It, therefore, was very obvious that there was a strong need for local literacy programs in the southwest part of the state.

The College Response

Southwest Community College responded to this need by developing a model project to address the literacy problem in the southwest area of the state. The college model contains the following elements and aspects:

1. Reading faculty involvement - The college reading faculty are heavily involved in conducting training classes to prepare literacy tutors for the community through teaching Literacy Volunteers of America and Laubach tutor training classes.

2. General faculty involvement - The general faculty of the college are involved through providing organizational skills and leadership for volunteer literacy groups.

3. Development office participation - The college development office worked with the model through providing assistance in writing grants for the project. As was recognized in the beginning, grass roots literacy groups in the community have "starting" power; grants are needed for "staying" power.

4. Student involvement - The students of Southwest Community College got involved heavily from the beginning in the model through:

   (a) learning the necessary tutoring techniques through a college sponsored training course, and;

   (b) working as college work study literacy tutors at local libraries in the community.

5. College-wide participation - The faculty, staff, and students as a whole participated in helping with wordprocessing, graphic arts, publicity, and printing in support of the literacy project.

Who Makes A Good Literacy Tutor?

Many types of people volunteer to be tutors. The motivation often has little to do with a sincere desire to help someone learn how to read. These people will drop out when they find their needs are not being met through the program. Typical examples are:

1. Someone who is new to the area and wants to meet people.

2. Students who want to take an "easy" class or have an "easy" work-study job.

3. People who have emotional problems.

4. Middle class people with middle class values who want to fix-up the poor ignorant masses.

The most difficult type of volunteer is someone who has an illiterate family member. They will insist that the emotional obstacles can be overcome, and it will be possible to teach the family member, usually a husband, how to read. Alternate solutions are resisted until it becomes clear that the tutoring is causing family conflict.

The best tutors are caring, accepting, patient people. They do not have to well-educated, though retired teachers do an excellent job. Literacy Volunteers of America uses the slogan, "All you need is a Degree of Caring." It is true of institutions, as well as individuals.

Adult Learners and AEOC--Accepting the Challenge

Contact Person: Rebecca Scott
Educational Counselor
Appalachian Educational Opportunity Center
101 Willow Street, Suite 1
Gate City, VA 24251

The Appalachian Educational Opportunity Center has been working with adults to encourage post secondary training since 1979. Nine AEOC educational counselors are responsible for a four state (Virginia, North Carolina, Tennessee, and Kentucky) and 34 county region where they act, in effect, like guidance counselors to a population made up of women and men typically in their early 30's, typically unemployed, and typically high school dropouts. In our most recent project year AEOC assisted 3600 adults, 96% of which were first generation college bound and low income.

AEOC is federally funded as a TRIO project through the U.S. Department of Education and you may be familiar with other TRIO counterparts--Talent Search, Special Services, and Upward Bound. There are 34 EOC TRIO projects funded nationally and AEOC is recognized as serving the largest geographic area, the southern and central Appalachian region.

Most adults initially come to AEOC for assistance with career search--except they generally come asking "Can you find me a job?" Counselors then start the real job of helping unemployed, undertrained adults understand the importance of education. We introduce participants to college or training opportunities and explain how education can produce economic security.

After matching each participant to training options at local community colleges, vocational schools, apprenticeship programs, or four year institutions of higher education, AEOC counselors assist with admission forms and the all important financial aid applications. Participants that enroll in post secondary programs remain AEOC clients and are followed and given educational assistance until graduation. Along the way we are likely to introduce our participants to a variety of local agencies and programs such as JTPA, Adult Basic Education programs, and special training offerings from local Social Services Departments. AEOC also offers all participants a variety of agency sponsored workshops which address stress management, esteem building, job skills, and training and employment interviewing techniques.

Efforts to Overcome Barriers Experienced by Rural Adults

Contact Person: Eric McKeithan
President
Caldwell Community College and
Technical Institute
1000 Hickory Boulevard
Hudson, NC 28638

Caldwell Community College and Technical Institute has implemented several programs to help rural adults overcome barriers to postsecondary educational opportunities. These programs may be categorized into four groups: (1) transportation, (2) child care, (3) sex equity, and (4) adult basic education. A description of each of these programs is as follows:

1. Transportation: Caldwell Community College and Technical Institute has a contract with a local agency to provide transportation to and from the college Monday-Friday. This service currently costs the college approximately $5,000 per quarter to provide this service for 20 students. Funding for this project is supplied by the Student Government Association (SGA), student clubs, JTPA funds, and the Perkins Vocational Education Act.

2. Child Care: A $40,000 grant from the North Carolina Department of Community Colleges was awarded to Caldwell Community College and Technical Institute for the purpose of providing child care services for the community. After two quarters of operation the child care program has served the following numbers of parents and children:

   27 parents (22 day and 5 evening)
   37 children (29 day and 8 evening)
   3 child care centers in 3 counties

   The college pays a subsidy of $2.50 per day for after school child care or up to $7.00 per day for a full day.

3. Sex Equity Grants: A $4,300 grant was received from the North Carolina Department of Community Colleges for the purpose of exposing women to non-traditional careers. This project included mentor counseling, paid internships in non-traditional careers, and a support group. At present 31 women are enrolled in the program with an average starting salary of $8.80 per hour compared to $6.00 per hour found in the more traditional fields.

4. Adult Basic Education: Caldwell Community College and Technical Institute offers two programs in this thrust. First, the Human Resource Development Program (HRD) is designed to help unemployed or underemployed adults to gain the necessary skills to help them become less dependent upon the local welfare agency. The second, program is the Adult Literacy Program which serves about 400 students per quarter. This program received the 1985-86 Secretary of Education's award and serves 1900 unduplicated students per year. Forty-five class sites have been established in two counties, with two Adult Basic Literacy Education Centers in place.

Strategies for Overcoming Barriers

1. Flexible programming.

2. One stop shopping (counseling, testing, registration, etc.).

3. Take it to them (323 class sites in 2 counties).

4. Mission minded volunteer recruiters.

5. Seek local, state, and federal sources of support.

The North Carolina Rural Renaissance Consortium

Contact Person: Dr. Norman H. Petty
Director, North Carolina Rural
Renaissance Consortium
Central Piedmont Community College
Box 35009
Charlotte, NC 28235

The North Carolina Rural Renaissance Consortium was organized in 1976 to address the educational needs of rural, adult learners in North Carolina. Specifically, the consortium was organized to develop the capability of community colleges to design and produce quality distance learning material suitable for use in areas where travel time, sparse populations and other barriers to educational access preclude compre- hensive educational offerings. Later, the organization's purpose was amended to include the dissemination of consortium produced materials to the target audience at cost.

At present, the consortium engages in a variety of activities designed to achieve its purpose. 1. Module Development: Each year, participating institutions design and produce adult level learning modules which are made available in a published catalog. This module development serves as a training device as well as a substantive contribution to the library of distance learning materials. 2. Workshops/ Seminars: The consortium sponsors a variety of workshops and seminars related to distance learning topics. Examples of recent seminars are: Small Camera Video Production Techniques, Using Authoring Systems to Produce CAI, and Evaluating CAI Software. These workshops are designed to upgrade skills in the distance learning area. 3. Module Dissemination: A catalog of over 350 adult learning modules is disseminated statewide; these modules are sold at cost to state approved organizations. They are designed to provide low cost access to quality distance learning materials. 4. Participation With Other Groups: NCRRC supports and participates in programs with other organizations that have similar missions. For example, the consortium holds membership in the International Instructional Tele- communications Association. And, it has co-sponsored a number of joint meetings with the North Carolina Learning Resources Association. This participation is aimed at encouraging a network of distance learning practitioners within each state.

Consortium statistics tell the story. During the lifetime of the consortium, over 5,000 people have participated in consortium activities, and over 350 modules have been produced.

Academic Articulation Agreement Between Clinch Valley College and Virginia Highlands Community College

Contact Person: George Culbertson
Vice Chancellor
Clinch Valley College
Wise, VA 24293

Clinch Valley College and Virginia Highlands Community College are committed to providing quality education in Southwest Virginia and in fulfilling the highest standards of excellence and service. Clinch Valley College and Virginia Highlands Community College are further committed to enhancing the availability and accessibility of quality education to all citizens of the Commonwealth. Therefore, in order to fulfill these commitments, Clinch Valley College of the University of Virginia (CVC) and Virginia Highlands Community College (VHCC) enter into the agreement for the purpose of articulating policies and procedures governing the matriculation of Virginia Highlands Community College graduates at Clinch Valley College. This agreement will continue for a period of four (4) years with annual reviews. After a period of four (4) years, either institution may request renegotiation of the terms and conditions of this agreement.

1. For students who have been certified as AA and S, and or AAS (Associate of Arts and Sciences and/or Associate in Applied Science) graduates of VHCC in Business Administration, Accounting or Business Management, and who are admitted to CVC during the period of this agreement, Clinch Valley College of the University of Virginia agrees to:

   1.1 Accept such students as having junior standing at Clinch Valley College.

   1.2 Accept all required general education credits earned at Virginia Highlands Community College, and to apply such credits to the equivalent lower division general education requirements of the schools and departments of Clinch Valley College.

   1.3 Accept program major course requirements at Clinch Valley College, as enumerated in Appendices I, II, and III.

2. During the period of this agreement, Virginia Highlands Community College agrees to:

   2.1 Publicize the agreement among its students, faculty, and administration.

   2.2 Make available to Virginia Highlands Community College students, and prospective students, a description of the recommended AAS curricula for all Clinch Valley College majors, through its recruitment advisement and graduation information systems.

   2.3 Review the performance of Virginia Highlands Community College graduates who matriculate at Clinch Valley College in each of the programs covered by this agreement, assessing the students' academic preparation and the success of the general education core courses.

3. During the period of this agreement, both institutions agree to:

   3.1 Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to adjust details of course sequence and content so that students can transfer without academic disruptions.

   3.2 Arrange articulation meetings to develop additional major course equivalencies between Clinch Valley College and Virginia Highlands Community College.

   3.3 Notify each other concerning any contemplated curricular changes which would affect the status of this agreement.

Older Worker Program

Contact Person: Franka Mullins
Coordinator, Older Worker Program
Hazard Community College
Highway 15 South
Hazard, KY 41701

The Older Worker Program was started in September, 1985. It is designed to serve 55 years and older individuals in the five surrounding counties of Breathitt, Knot, Leslie, Letcher, and Perry. The major goal of the program is to help the participant find employment by providing employability training, skill training, counseling and job placement assistance. The program is individualized for each participant including assessing the job skills of each student, updating or refreshing the basic literacy skills of the participant, and placing the student into a job skills development program by skills training by an outside agency or by on-the-job training. The eligibility requirements for participants include being 55 years of age and older, unemployed for at least one week, a desire to work, and economically disadvantaged.

The MAPP Program at Lander College

Contact Person: Rose-Marie Williams
Director, Lifelong Learning
Lander College
Greenwood, SC 29646

Lander College of Greenwood, South Carolina, serves a seven-county area in the western part of the state. This region is predominantly rural and is characterized by low population density, low income (average around $7,000 annually), and an illiteracy rate estimated at approximately 25%. As a state South Carolina ranks 49th in the nation in terms of educational attainment.

Lander College began its history as a school for young women. Over the years it has become a state supported institution. As part of a state-wide desegregation plan which included Lander, the MAPP (Moving - Academically, Professionally, and Personally) program was established in 1985. The program was envisioned as a cooperative effort of the college, area black professionals, rural church and community organizations, and employers. The efforts were directed toward the recruitment of rural black adults who had potential but otherwise would not have had the opportunity for post-secondary schooling available to them.

The program has been facilitated to a large extent by the efforts and presence in the community of Professor Mildred B. Ford. Ms. Ford has tirelessly combed the communities of the region to identify potential students, convince them to enter the program, and build grassroots support for the entire arrangement. Within the college, Ms. Ford has worked closely with Ms. Rose-Marie Williams, Director of Lifelong Learning, in coordinating and carrying through the first years of the MAPP plan.

The MAPP staff is involved in a continuing effort to address what they see as the primary obstacles to program participation by their constituents. Financial limitations, time constraints, child care needs, and general family problems are seen as the most serious and intractable problems for students.

Some of the special services now offered for students include special orientation and special academic advising arrangements as well as personal counseling for these adult learners who often experience difficult cultural, emotional, and personal adjustments and changes. The Director of the MAPP program

supervises recruitment, teaches the orientation and study skills classes, and serves as the minority adult learner advisory and counselor for the students' first four semesters. During the fifth semester, the participants are assigned to major advisors.

A further development in the effort to extend the program into area communities involves an agreement with the South Carolina National Guard to offer courses in various National Guard armories in five area towns. The courses consist of seven-week semesters, for which the National Guard pays tuition for their personnel and provides free space, but the courses are also available to community residents. The seven-week semester as one course in their teaching load is an incentive to faculty; another incentive is that they can teach the course as an overload for extra pay.

The MAPP program has generated a great deal of positive publicity for Lander. Optimism, positive thinking, and a high level of community support have so far characterized the efforts of those involved. Benefits to students are noted as increased levels of self-confidence, better attitudes and work habits, and an enhanced quality of life, particularly in regard to an increased awareness of children's needs for educational opportunity, both in the school and in the home.

Mars Hill College and York Technical College: Education in the Workplace

Contact Persons: Raymond Rapp
Director
Center for Continuing Education
Mars Hill College
Mars Hills, NC 28754

Baxter Hood
President
York Technical College
US 21 Bypass
Rock Hill, SC 29730

Mars Hill College, in Mars Hill, North Carolina, is a four-year liberal arts school which has entered into a unique arrangement with the management of a nearby textile factory, Glen Raven Mills. The coursework offered by the college at the workplace is not specific job training, but is a full-blown liberal arts program designed to lead to a degree in either business administration or general management.

Glen Raven Mills, represented by Mr. Robert Rhinehart, a senior member of the plant's management team, is committed to a concept of broad education for interested employees. The idea expressed by Mr. Rhinehart is for people to "learn how to learn." In support of this commitment, Glen Raven covers all of the costs of offering this program for its employees. The emphasis is on development of human resources, to build a way of thinking--open to new technology and ideas and willing to positively and constructively think independently.

Glen Raven Mills makes every effort to promote from within and provide opportunities for the advancement of their employees. Mr. Raymond Rapp, Director of Continuing Education at Mars Hill, believes this program to be virtually unique in the U.S. York Technical College has established programs in the workplace which emphasize specific job skills training. As described by President Baxter Hood of York Technical College, the primary mission of the technical college in South Carolina involves industrial/economic development. Contract training agreements with industry have been an area of rapid growth for the college in the past decade. Motivations for such training include the demands of new technology, competition (both foreign and domestic), energy conservation and efficiency, and quality control.

The growth of this program forced York to restructure. Additional instructors had to be hired, and surplus staff is maintained on the payroll to allow the college to respond to industry needs in the shortest time frame possible. In spite of this, the program has more than paid for itself due to large industrial demand.

Dr. Hood believes that the rapid change evident in industry and education opens many windows of opportunity for schools, people, and the country as a whole. He is not convinced that the U.S. can or should anticipate evolving into a service economy and hopes that international economic challenge will be met with increased vigor in meeting the challenge rather than abandoning traditional American enterprises.

Adult Degree Program

Contact Person: James Harrington
Director
Adult Degree Program
Mary Baldwin College
Staunton, VA 24401

Mary Baldwin College has long been committed to providing a strong, academically sound liberal arts education for women. Traditionally, the college has served 18- to 22-year-old women, preparing them for a world of expanding opportunities.

Several years ago, Mary Baldwin expanded its student body to include adult men and women who were unable to attend college classes on regular, daytime schedule. After receiving the support of the faculty and a three-year grant from the Fund for the Improvement of Postsecondary Education, Mary Baldwin began its Adult Degree Program in August, 1977.

The Adult Degree Program is nonresidential. Students may take advantage of educational opportunities close to their homes and are only required to attend an orientation on campus. Regional offices in Richmond, Roanoke, Charlottesville, and Southside provide convenient program counseling for students living in those parts of the state.

The purpose of the Adult Degree Program is to make available to adults the same quality liberal arts education upon which Mary Baldwin's reputation was founded. Adult Degree Program students must meet the same graduation requirements as other Mary Baldwin students; however, they may choose from learning options that allow greater flexibility in program planning and scheduling.

Students may take courses at Mary Baldwin or other accredited institutions. They may engage in independent study under the supervision of Mary Baldwin faculty or approved off-campus tutors. Or they may enroll in accredited, approved correspondence courses.

Each student works closely with a faculty advisor who is a member of the Mary Baldwin faculty to design a program and select learning options meeting the student's educational needs and institutional requirements.

Recognizing that adults often possess knowledge that is appropriate for academic credit, the Adult Degree Program includes a mechanism for validating that knowledge. Students may prepare prior learning portfolios that describe and document knowledge gained through work, travel, or independent learning. These portfolios are evaluated by Mary Baldwin faculty members and academic credit may be awarded.

The Adult Degree Program begin in August, 1977, serving eight students. Since that time enrollments have grown to more than 310 students. The attrition rate has been very low, which reflects the high level of motivation characteristic of adult students and the ability of the Adult Degree Program to meet educational needs. Graduates of ADP have continued with graduate and professional programs. Many have received promotions or expanded their career options.

The student works closely with a faculty advisor. This advisor is a member of the Mary Baldwin faculty, whose full-time responsibility is to advise ADP students. The advisor aids in pre-enrollment planning, clarifying ADP processes and procedures, defining educational goals and development study plans to meet them, and arranging appropriate learning resources.

The faculty advisor is the student's major link to the college--an important consideration if you live some distance away. The faculty advisor remains an important contact throughout enrollment at Mary Baldwin. This relationship is a unique strength of the Adult Degree Program.

The basic degree requirement for bachelor of arts at Mary Baldwin College is completion of at least 132 semester hours credit that incorporate a balance of breadth in the liberal arts and depth in a major area of study. The curriculum is designed to meet individual needs and interests by providing flexibility, choice, and the opportunity for independent work.

The general education curriculum consists of several basic categorical requirements, each of which can be met in a variety of ways. Traditional majors are offered in most subjects. Independent majors, combining two or more subjects or encompassing an area of study, may be designed.

When planning a program, students should refer to the Mary Baldwin catalog for traditional major course requirements. They should work closely with their faculty advisors and discipline faculty when planning an independent major.

Specific Degree Requirements

1. Completion of 132 semester hours, including:

   a. Nine semester hours in approved subjects from each of the four areas of the Central Curriculum: Arts, Humanities, Natural Sciences, and Social Sciences.

   b. Completion of minimum expectations in experiential education, including women's studies, physical education, and mathematics.

   c. Completion of an approved major or concentration.

   d. Completion of an approved Senior Project/Thesis.

2. A minimum cumulative grade point of 2.0 on a 4.0 scale.

3. Satisfactory completion of competency requirements as outlined in the Mary Baldwin College catalog.

4. A minimum of 33 semester hours earned through Mary Baldwin College after entrance in ADP. These credits may be earned using the variety of learning options of ADP.

Project Employment Potential

Contact Person: Janet P. Martin
Instructor of Community and
Social Services
New River Community College
Drawer 1127
Dublin, VA 24084

Through a grant from the New River/Mount Rogers Private Industry Council, New River Community College has established a center in which persons can be screened and tested for available jobs in the New River Valley. The results of this pre-employment screening can be made available to small businesses and industries.

New River's Project Employment Potential helps employers save critical time by providing pre-tested applicants, interpretations of these tests, and profile sheets listing interests and other background information.

Many rural adults need help in finding work so that they can consider furthering their education, or to re-train. It is frightening for them especially if they have been out of the classroom for years. This program has staff who are trained counselors who can spend individual time with clients. It not only serves employers by identifying potential employees, it also gets rural adults onto the college campus and eases them into the college family if this is what they need and want.

To date, 331 clients have been assessed and 88 have been placed in employment.

Rural Education Project

Contact Person: C. Forrest McKay
Director
Extended Learning Opportunities
Piedmont Virginia Community College
Route 6, Box 1-A
Charlottesville, VA 22901

As a result of a Title III Grant, Piedmont Virginia Community College began a Rural Education Project during the 1978-1979 academic year. This project was designed to assess needs of students, to plan appropriate courses, and to seek cooperation from county organizations for college courses in each of the rural counties in the college's service area. In January, 1979, Dr. Harold Stubblefield, faculty member at Virginia Polytechnic Institute and State University, served as a consultant for this program.

In the 1980-81 academic year the college renewed its commitment to establish learning centers in each county. The model, which has changed very little in the past seven years, was to establish a base by hiring, on a part-time contractual basis, a coordinator to assist the college in development of courses for their county. Specifically, the duties include:

1. Serve as the liaison between the rural areas and Piedmont Virginia Community College.
2. Assess the educational interest and needs of the community in cooperation with Piedmont Virginia Community College staff.
3. Suggest courses and instructors.
4. Identify locations for courses.
5. Distribute publicity.
6. Register classes on-site.
7. Perform other similar duties as mutually defined.

The reimbursement for each coordinator was developed as a pro-rated payment plan. Specifically, the rate of pay depends on the number of courses that run. This incentive program for the most part seems to have a very positive effect on the overall course programming for each county.

The College in the past seven years has encountered a number of barriers. The common ones of child care and offering a number of courses remain difficult to resolve. Others that the College, with the assistance of the local coordinator, has had success with include accessibility to schools (labs and equipment), continuous informal needs assessment, local instructors, as well as other concerns. Overall, the program at Piedmont Virginia Community College has been very successful and represents an ongoing commitment to provide quality educational opportunities to all citizens within the service area. The benefits from a program for the College are numerous. The "political" aspects of an ongoing college presents and the development of general interest and skill development courses for citizens who might not be able to take the courses otherwise, are just two of the benefits.

Reaching Out to Adult Learners: Using Inexpensive Telecommunications Technology and Implementing a Flexible Adult Degree Program

Contact Persons: Peter Balsamo
Director of Continuing Education
Radford University
Radford, VA 24142

Pat Kuiken
Interim Coordinator
Adult Learning Services
Radford University
Radford, VA 24142

Radford University, a comprehensive state institution, has been successful in using audio-plus teleconferencing to deliver credit courses to adults living in areas many miles from campus. The project included five locations with five or six students at each location. A related project has included the approval and implementation of an adult degree program which leads to a Bachelor of General Studies. The program is flexible for adult learners by including such components as liberal transfer of credit, credit for demonstrated learning (portfolio assessment), CLEP exams, and independent study by correspondence.

Telecommunication Technology

Contact Person: Dr. James Cox
Director
Telecommunications Technology
Southern West Virginia Community College
P.O. Box 2900
Logan, WV 25601

Southern West Virginia Community College has made great strides in the telecommunications areas. The college programs locally on cable Channel 24 in Logan County which has a coverage area of approximately 90% of Logan County or around 32,000 people. This has been done through a cooperative effort between Southern West Virginia Community College, Logan Cablevision Inc., and the Logan County Board of Education. We hold exclusive rights to C-Span and Campus Network and produce, through our television production studios, educational programs for the community.

In 1986 through private fund raising efforts, the College was able to purchase two (2) Harris Satellite dishes. We hope this will open doors for future educational programming and course delivery to our rural southern West Virginia area, and provide expansion on a statewide level.

It is hope that additional money will be raised for satellite dishes in the other two counties of our four-county service area. In addition, we hope to expand with a cable hookup in Williamson to aid in reaching more people in the community.

Single Parents and Displaced Homemakers' Program

Contact Person: Patricia Maden
Coordinator
The Single Parent/Displaced
Homemaker Program
Tri Cities State Technical Institute
P.O. Box 246
Blountville, TN 37617

and

Single Parent/Homemaker Career Awareness

Contact Person: Charlene Combs
Coordinator
Single Parent/Homemaker Awareness
Program
Hazard Community College
Highway 15 South
Hazard, KY 41701

A single parent is a person who has never been married, or one who is divorced, legally separated, or widowed; and has a minor child, or children, for which the parent has either custody or joint custody. A displaced homemaker is a person with or without children, who has been out of the workforce for several years (at least three years) and has been divorced, widowed or separated, or a person who has a disabled spouse and, due to circumstances must prepare to enter the job market.

Tri-Cities State Technical Institute

The Single Parent/Displaced Homemaker Program at Tri-Cities State Technical Institute offers training opportunities and support services to assist students in becoming economically independent. Eligible applicants may select from the 11 certificate programs in technology designed to be completed in one year or less. (Applicants also have the option of completing a two-year associate degree program.) Day and evening classes are available. Qualifying applicants may be eligible for the following assistance:

Tuition and books cost allowance
Child care assistance
Travel allowance
Personal and career counseling
Tutoring
Placement assistance upon completion of training

Hazard Community College

The overall objective of the program is to provide counseling services, basic educational skills, and financial management skills which will allow single parents and homemakers to sustain themselves and their families. The program is a six-week program, which meets five days per week and is funded through a Department of Vocational Education grant. Participants receive training in the following areas:

Value clarification
Employment skills
GED preparation and testing
Interview skills
Resumes
Basic English and math
Career counseling
Women's issues
Personal counseling
Aerobics
Reading
Typing refresher
Computerized accounting
History and geography of area
Study skills

The program has served 180 students in the past 2 years with a 60% placement rate.

How A Small Liberal Arts Institution in Tennessee is Meeting Corporate Educational Needs

Contact Person: Dr. Donald Clardy
Dean, Graduate and Adult Programs
Tusculum College
Greenville, TN 37743

During the early 1980's, Tusculum College, a small private Presbyterian supported institution with over one-fourth of its students over 30 years old, recognized the needs of mature working adults and how they differed from the traditional day student. As a result, the institution developed an interdisciplinary academic program which would allow working professionals to earn the baccalaureate degree while maintaining full-time employment. The program was designed for individuals who had completed 2 years of college. The ultimate goal of the program was to eliminate the barriers traditionally faced by working adults and at the same time to maintain a commitment to academic quality and excellence.

Some of the innovative components of the Tusculum College undergraduate program are listed below:

1. A course designed to alleviate the fears and concerns of adults returning to college level study.

2. A course designed to instruct students concerning the preparation of materials to be submitted for assessment of prior learning.

3. A research block within the curriculum designed to solve or answer research questions which exist in the work setting.

4. Careful screening, evaluation, and selection of faculty members based on academic preparation, professional experience in the area in which they are teaching, and demonstrated teaching ability.

5. Adherence to a typical corporate calendar as opposed to the academic calendar.

6. Extended registration services and delivery of books to the students at the site of the class meeting.

7. Selection of classroom sites that simulate the business/industry conference room.

Since the inception of the program in September, 1984, over 600 undergraduate students have enrolled in the Bachelor of Science Degree program in Management. This has allowed Tusculum College to more than double its enrollment within the last two and one-half years.

Reentry Center

Contact Person: Alice Rowe
Director, Reentry Center
Western Kentucky University
Bowling Green, KY 42101

The Reentry Center provides academic counseling and information on university services, regulations, nontraditional and special programs, degrees, general education requirements, and course and GPA requirements for specific majors. The Center also provides assistance in applying for admission and financial aid, in transcript analysis and transfer of academic credit, and in course scheduling and registration, as well as liaison services with university offices which close at 4:30 PM.

The Reentry Center was set up to serve students 25 years of age or older, or persons who have not been enrolled in formal education for two or more years and wish to enroll in undergraduate courses at Western Kentucky University.

The Center was initiated by Dr. Alice Rowe in October of 1985. In its first year the Center served over 500 students. We consider the Center to be very successful in meeting the needs of nontraditional students.

Since counties surrounding Western Kentucky University are essentially rural, many students using the services of the Center are from rural areas.

Providing Library Service to Rural Areas at West Virginia College of Graduate Studies

Contact Person: Sue Forrest
Director, Library Services
West Virginia College of Graduate Studies
Institute, WV 25112

West Virginia College of Graduate Studies was established in 1972 to offer master's degree level coursework to residents in the southern portion of the state. West Virginia College of Graduate Studies is governed under the authority of the West Virginia Board of Regents and currently enrolls about 3,000 students.

Terrain and distance both present formidable problems in the delivery of educational programs to the intended constituency. A number of rural centers have been opened to improve access to the resources and course offerings of the college. In addition, an elaborate network for delivering information resources has been developed to assist students in their work. The services provided by this information network include delivery of materials, bibliographic instruction and assistance for both students and faculty, and a toll-free 800 number to facilitate easier communication with the library.

In responding to requests for information in 1986 approximately 10,000 items were sent out. This year's pace will result in approximately 12,000 such exchanges. The goal of the staff is to achieve a maximum turnaround time of no more than 24 hours. An aspect of the program that has helped make materials more readily available is the creation of a network of college, university, and public libraries to coordinate the availability and use of library resources.

Technological developments have improved the ability of the library to meet the needs of its patrons. Audio teleconferencing now allows faculty to consult with a number of individuals in disparate locations. Satellite telecommunications are also enhancing the ability of the College and its library to bring their resources closer to the people to be served. Video tapes on the use of library services are being produced for broadcast for the benefit of library users and potential users. The COGS library has had VTLS on line for all users for approximately 3 years. Infocat is a system that allows those with a home computer and a modem to access the computer catalog and use an electronic bulletin

board to request information or leave messages. Students may request an Infosearch, which utilizes ERIC or other databases. These searches are provided at no direct cost to the student.

Dr. Sue Forrest, Director of Library Services, has maintained a strict accounting of the uses of the library. A recent survey of students and faculty indicates that students found the ability of the library to provide and deliver document reprints and bibliographic searches most helpful and useful, while reserve arrangements set up by faculty least useful. Dr. Forrest's plans include continuously improving service to faculty and students, and particularly to improve communication with the sizeable adjunct faculty body of West Virginia College of Graduate Studies. She also hopes to establish a tie-in of the library computer system with the student data base to facilitate requests and eliminate the need for written request forms.

The West Virginia College of Graduate Studies Information Services System has permitted the college to provide graduate level instruction to a widely scattered student body. This achievement is integral to the mission of the institution as expressed by Dr. Forrest: to offer quality programs at the convenience of the students, with an important emphasis on accessibility.

Educational Talent Search

Contact Person: Pam Webb
Director, Educational Talent Search
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382

Educational Talent Search at Virginia Highlands Community College is a federally funded Title IV consortium program with Wytheville Community College as grantee in operation since 1976. Two-thirds of the project participants must meet the following eligibility requirements: (1) low income, and (2) first generation.

Referrals are received from community service agencies who have come in contact with youth and adults interested in postsecondary education. The Educational Talent Search advisor then contacts the person and assists them with admission and financial aid procedures. A great deal of individual attention is given helping the student to prepare for postsecondary enrollment. At one time Educational Talent Search made home visits to participants who lived in rural areas. We now make area visits and locate our services in central, accessible locales.

Thus far in the 1986-87 program year, the Virginia Highlands Community College branch office has worked with approximately 56 adults interested in postsecondary enrollment, in addition to several who are presently working on obtaining a GED in preparation for future postsecondary enrollment. Thirty-two of the 56 adults have enrolled in postsecondary education. We have also served approximately 100 youth.

Appendix A

ADMINISTRATIVE AND EDUCATIONAL SERVICES DIVISION

COLLEGE OF EDUCATION

VIRGINIA TECH

Increasing Rural Adults' Participation in Collegial Programs: Exemplary Programs

Conference Schedule

Monday, June 1

11:00 AM - 1:00 PM — Registration and Check-in

1:00 PM - 3:00

Welcome: **Robert M. Smith**, Dean, College of Education, Virginia Tech.

Conference/Project Overview: **W. Robert Sullins**, Program Area Leader, Community College and Higher Education, Virginia Tech.

National Project Overview: **Barbara Hayter**, Kansas State University. "Action Agenda for Postsecondary Education"

Speakers: **Cornelia B. Flora**, Professor of Sociology, Kansas State University. "The Role of Adult Learning in Revitalizing Rural Communities"

Angela Richards, Director, Academic Studies, American Open University - New York Institute of Technology. "Distance Education via Computer Conferencing"

3:00 PM - 3:15 — Break

3:15 PM -
4:30 Presentations
Concurrent Sessions/Exemplary Programs

Tusculum College (Tennessee) - Adult Degree Program
Donald B. Clardy, Dean, Adult and Graduate Programs

Tusculum College recognized the needs of adult students and how they differed from the traditional day student. The institution developed an inter-disciplinary academic program which would allow working professionals to earn the baccalaureate degree while maintaining full-time employment.

Piedmont Virginia Community College (Virginia) - Rural Education Project
C. Forrest McKay III, Director, Extended Learning Opportunities

As a result of a Title III Grant, Piedmont Virginia Community College began a Rural Education Project during the 1978-79 academic year. This project was designed to assess needs of students, to plan appropriate courses, and to seek cooperation from county organizations for college courses in each of the rural counties in the college service region.

Wytheville Community College (Virginia) - Educational Talent Search
Pamela B. Webb, Director

Referrals for students are received from community agencies, schools, and self referral. Home visits are made to assist with applications for admissions, financial aid procedures, career interest testing and to provide other information to facilitate admissions.

Mary Baldwin College (Virginia) - Adult Degree Program
James Harrington, Director

Mary Baldwin's Adult Degree Program is non-residential. Students may take advantage of educational opportunities close to their homes and are only required to attend and orientation on campus.

5:30 PM - Pig Roast - Blue Grass Entertainment

Tuesday, June 2

7:00 AM - 8:30 Breakfast (Buffet)

8:30 AM - 9:30 General Assembly

"Volunteer Programs to Increase Adult Participation in Postsecondary Education"

Speakers: **James L. Hoerner,** Associate Professor of Post-Secondary Vocational Education, Virginia Tech.

Rhoda Kyle, Associate Professor of Developmental Reading and English, Mountain Empire Community College.

Sue Ella Blackwell, Director of Continuing Education, Mountain Empire Community College.

9:30 AM - 9:45 Break

9:45 AM - 11:00

Presentations
Concurrent Sessions/Exemplary Programs

Radford University (Virginia) - Reaching Out to Adult Learners
Peter Balsamo, Director, Continuing Education.
Pat Kuiken, Interim Coordinator-Adult Learning Services

Radford University has been successful in using audio-plus teleconferencing to deliver credit courses to adults living in areas many miles from campus. A related project has included the approval and implementation of an adult degree program which leads to a Bachelor of General Studies.

New River Community College (Virginia) - Project Employment Potential
Janet P. Martin, Instructor of Community and Social Services

Project Employment Potential addresses many problems faced by adult students. Examples of these problems include fear of failure, lack of support services, lack of funds to attend college, and an absence of local employment opportunities after completing an education.

Lander College (South Carolina) - MAPP Program
Rose-Marie Williams, Director, Lifelong Learning
Mildred B. Ford, Director, Non-Traditional Student Recruitment

Lander College initiated the MAPP Program (Moving--Academically, Professionally, and Personally) as a part of the Desegregation Plan instituted by the college. MAPP has been a cooperative effort of Lander College, area Black professionals, rural church and community organizations and employers.

Hazard Community College (Kentucky) - Older Worker Program
Franka C. Mullins, Coordinator

The Older Worker Program of Hazard Community College serves 55 year and older participants by providing employability training, Skill training, counseling and job placement assistance.

11:00 AM - 1:00 Lunch (on your own)

1:00 PM - 2:15 Presentations
Concurrent Sessions/Exemplary Programs

Central Piedmont Community College (North Carolina) - Rural Renaissance Consortium
Norman Petty, Director, North Carolina Rural Renaissance Consortium

The rationale, development, and history of the North Carolina Rural Renaissance Consortium will be described. This organization provides staff development and production services directed at the development of distance learning materials.

West Virginia College of Graduate Studies (West Virginia) - Library Services to Rural Areas
Sue Forrest, Director, Library Services

This program provides WVCOGS students in remote areas with adequate library resources. A delivery service operates to mail books or reprints of journal articles directly to students and faculty.

Clinch Valley College (Virginia) - Articulation Agreements
George Culverson, Vice Chancellor

Articulation agreements with regional community colleges leading to the B.A. degree in accounting and business management are described.

Southern West Virginia Community College (West Virginia) - Telecommunication Tech
Jim Cox, Director, Telecommunications and Educational Services

SWVCC offers telecommunication services to approximately 90% (32,000 people) of Logan County. This has been done through a cooperative effort between SWVCC, Logan Cablevision Inc., and the Logan County Board of Education.

2:15 PM - 2:30 Break

2:30 PM - 3:45 Presentations
Concurrent Sessions/Exemplary Programs

Mars Hill College (North Carolina) - Glen Raven Mills Continuing Education
Raymond Rapp, Director, Center for Continuing Education
Robert Rhinehart, Assistant Plant Manager, Glen Raven Mills

-and-

York Technical College (South Carolina) - Adult Education Program
Baxter Hood, President, York Technical College

These two presentations address programs and activities to overcome barriers of rural adults in postsecondary education. The presentations will review a continuing education program leading to a B.A. degree in business management at Glen Raven Mills and activities such as job retraining and upgrading.

Tri-Cities State Technical Institute (Tennessee) - Single Parent/Homemaker
Pat Maden, Coordinator

- and -

Hazard Community College (Kentucky) - Single Parent/ Homemaker Awareness
Charlene F. Combs, Coordinator

The overall objective of these programs is to provide counseling services, basic educational skills, and financial management skills which will allow single parents and homemakers to sustain themselves and their families while pursuing educational goals.

Appalachian Educational Opportunity Center (Virginia)
Rebecca Scott, Educational Counselor

- and -

Caldwell Community College (North Carolina) - Overcoming Barriers to Adults
Eric McKeithan, President, Caldwell Community College

These programs provide educational and financial aid information, referral services, career counseling, job skills, stress management training, and information on rights and responsibilities of students.

Western Kentucky University (Kentucky) - Reentry Center
Alice Rowe, Director

The Reentry Center provides academic counseling and information on university services, regulations, non-traditional and special programs, degrees, general education requirements, assistance in applying for admission, financial aid, transcript analysis, and course scheduling.

6:30 PM -
8:30 Dinner

Welcome and Introduction: **Stephen R. Parson**, Division Director, AES, College of Education, Virginia Tech

Speaker: **Joseph Smiddy**, Assistant to the President for the Center for Innovative Technology.

Wednesday, June 3

7:00 AM -
8:30 Breakfast (Buffet)

8:30 AM -
9:30 General Assembly

Moderator: **W. Robert Sullins**, Program Area Leader, Community College and Higher Education, Virginia Tech

Speaker: **Anne-Marie McCartan**, Academic Programs Coordinator, Virginia State Council for Higher Education.

"Policy Issues and Rural Postsecondary Education"

9:30 AM -
9:45 AM Break

9:45 AM -
11:00 AM Workshop: The Wednesday morning workshop will provide the participants the opportunity to take the concepts and strategies presented in the various sessions and presentations of the conference and develop specific applications and methods for their own individual settings. This culminating activity will allow each participant to leave with a specific "plan-of-action" to implement in their own institutions or communities.

11:00 AM -
11:30 AM General Assembly - Concluding Remarks

11:30 AM Conference Concludes - Check-out

Appendix B

ADVISORY COMMITTEE FOR RURAL ACTION PROJECT

Dr. Walt Adams
127 Greenberry Drive
Elkview, WV 25071

Dr. Sandra Anderson, Director
Watagua Division of Caldwell Community College
Route 6, Box 240B
Boone, NC 28607

Ms. Libbie Archibald, Director
Community Education
Randolph County Board of Education
40 11th Street, Box 1398
Elkins, WV 24261

Dr. John Cavan, President
Southside Virginia Community College
Rural Route 1, Box 60
Alberta, VA 23821

Dr. James Cox, Director
Telecommunication and Educational Services
Southern West Virginia Community College
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Logan, WV 25601

Ms. Diane Galbreath, Director
Community and Youth Services
Dinwiddie County Schools
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Dinwiddie, VA 23841

Dr. Paul Gherman, Director
Newman Library
Virginia Tech
Blacksburg, VA 24061

Dr. Baxter Hood, President
York Technical College
US 21 Bypass
Rock Hill, SC 29730

Ms. Linda Kilgore, Dean
Instruction and Student Services
Mountain Empire Community College
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Big Stone Gap, VA 24219

Dr. William Knight
Dean of Instruction
Rockingham Community College
Wentworth, NC 27375

Dr. Robert Mayfield
Dean of the College
Pikeville College
PO Box 187
Pikeville, KY 41501

Dr. James O'Hara
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Bluefield State College
Bluefield, WV 24701

Dr. H. James Owen, President
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Dr. Joseph Smiddy
Assistant to the President
Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

Dr. Jean Haskell Speer, Director
Appalachia Studies Program
Virginia Tech
Blacksburg, VA 24061

Ms. Aleta Spicer, Director
United Way of Southwest Virginia
PO Box 1853
Lebanon, VA 24266

Ms. Pamela Womack, Director
Department of Volunteerism
223 Governor Street
Richmond, VA 23219

Appendix C

Rural Action Project Staff

Dr. W. Robert Sullins

Dr. James Hoerner

Jeffery Aper

Robert Ford

W. Terry McNeill

W. Terry Whisnant

Appendix D

List of Conference Participants

Linda H. Kilgore
Dean of Instruction and Student Services
Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

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Rock Hill, SC 29730

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Appendix E

KENTUCKY

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Hazard Community College	Single Parent/Homemaker Career Awareness Older Worker Program Rural Women Proprietorship Program
Business and Industry Technical Assistance Center	Hazard Community College Business and Industry Program
Kentucky State	Family Development and Management Small Farm
Kentucky State University Community College	KET Telecourse Consortium Off Campus Courses
Lansing School of Nursing, Education, and Health Sciences	Bellarmine College Nursing Pilot Outreach
Louisville Presbyterian Theol. Seminary	Tutoring Programs
Madisonville Community College	Degree Articulation Learning Shop Off-Campus Courses
Moorehead State University	Partnership with Business and Industry Child Development Associate Program Adult Learning Center and Volunteer Literacy Program KET-GED Study at Home Project Upward Bound Program Talent Search Laboratory Secretary/Clinical Assistant Training Program Health Care Delivery Clerk Training Program Teacher's Assistant/Child Care Specialist Training Program

KENTUCKY

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Moorehead State University (Continued)	Older Workers Job Training Program Pharmacy Technician Training Program Health Care Training Program Basic Skills Training Program Special Services Veteran's Cost of Instruction Program The Cross-Cultural Classroom Federal Student Financial Aid
Pikeville College	Owl
Somerset Community College	Transitional Support Services Off-Campus Program/Business and Industry
Spalding University	Weekend College
St. Catharine College	Articulation Agreement Telecourses
Thomas More College	First Step
Western Kentucky	Single Parent/Homemaker Re-entry Center Telecourses
University of Louisville	Telecourses Weekend University

NORTH CAROLINA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Anson Technical College	Off-campus Continuing Education Courses "Hot Meals" Off-campus Courses
Caldwell Community College	Off-campus Continuing Education Courses Telecommunication Courses Transportation for Students Childcare Services Weekend College ABE (Adult Basic Education Courses)
Cape Fear Technical College	ABE (Adult Basic Education Courses)
Central Piedmont Community College	Telecommunication Courses Self Paced Learning Modules
College of the Albemarle	Adult Basic Literacy Education Program Developmental Education Courses Disadvantaged Students Program Bridges Program (GED Courses) Learning Lab for GED/ABE Students Cooperative Education Program
East Carolina University	Rotating VTE Instructor Interactive Video System Network
Elizabeth City State University	Weekend College Articulation Agreements
Guilford College	Evening Courses/Tutoring and Study Skill Assistance
High Point College	Continuing Adult Education Program

NORTH CAROLINA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Lenoir Community College	Tuition Free Programs for Senior Citizens Cooperative Education Programs Night Courses Telecourses Skills Lab JTPA PRIDE (Pre-College Instruction and Development) Special Services Laboratory
Louisburg College	Weekend College
Mars Hill College	Continuing Education Program Weekend College
N.C. State University	Off-campus Continuing Education Courses Volunteer Support of Off-campus Courses Leadership Development Activities Lecture Series, Seminars, Workshops
Roanoke-Chowan Technical College	Small Business Management Program
Salem College	Adult Courses
Southeastern Community College	Human Resource Development ABE (Adult Basic Education)
Wayne Community College	Off-campus Courses
Western Carolina University	Adult Education Courses
Wilkes Community College	ABE (Adult Basic Education) Compensatory Education Program Human Resource Development Adult High School

SOUTH CAROLINA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Anderson College	Off-campus Courses
Beaufort Technical College	Assist Undereducated Workers
Central Wesleyan College	LEAP (Leadership Education for Adult Professionals)
Coker College	Evening Courses
Furman University	Evening/Weekend Courses
Lander College	Program for Black Adults
Midlands Technical College	Automotive Technology
Orangeburg-Calhoun Technical College	Cooperative "Wellness" Program Reading Classes in Workplace
South Carolina State College	Volunteer Student Tutors for Adult Literacy Off-campus Courses/Some Payment Flexibility Tuition Free Course to Attract Individuals to Teaching Leadership Development Program Counseling/Support Services for Adult Students Outreach Courses for Rural Educators Services for "Culturally Deprived" Students
Sumter Area Technical College	Transportation for Students USDE Single Parent/Homemaker Program
University of South Carolina - Spartanburg	Evening Program
York Technical College	Child Care Unemployed Women Seeking Jobs In Plant Training for Workers

TENNESSEE

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Carson-Newman College	Mountain Woman's Exchange Cooperative Education Program
Dyersburg State Community College	Prison Education Offered On-site Non-Credit Activity Courses Telecourses
East Tennessee State University	Special Adult Services - "Great Opportunities for Adult Learners" Contacting Prospective Adult Students Contractual Arrangement With Business and Industry Off Campus Newsletter
Memphis State University	Special Education Courses in Arkansas Off-Campus Program - Television Undergraduate Nursing Courses Lake County Prison - Vocational Technical Education MSU - Jackson Graduate Center Graduate Education Courses
Milligan College	Highly Individualized, Flexible Scheduling of Classes Off-Campus Centers
Motlow State Community College	Contacting, Orientation, Off-Campus Sites, Contracts
Tennessee Tech University	Telecourses, Off-Campus, Contracts and Agreements Career Opportunities Program
Tri-cities State Technical Institute	Single Parent/Displaced Homemakers Program Special Services for Disadvantaged Students T.O.P.S. - The Office Productivity Series

TENNESSEE

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Tusculum College	Meeting Corporate Educational Needs
University of Tennessee at Chattanooga	Rural Education for Exceptional Teachers (REET) Rural Sites to Provide Education for Young Employees with Executive Potential Evaluation of Work Experiences for Academic Credit IEP (Individualized Education Program)
Walters State Community College	Evening and Off-Campus Instruction

VIRGINIA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Appalachian Educational Opportunity Center (Gate City, VA)	Adult Educational Opportunity
Averett College and Patrick Henry Community College	Cooperative Institutional BS Degree Program
CBN University	No Rural Adult Programs
College of Nursing and Health Services	Off-campus BS Nursing Program
College of William and Mary	William and Mary Service Directory Retirement Community Classes Employee Training and Development Programs Service Directory of Volunteers Off Campus Courses Industry Training Programs
Eastern Shore Community College	Cooperative Student Literacy Program
Germanna Community College and Fredericksburg Area Schools	Cooperative Nursing Program Single Parents, Displaced Homemakers Jobshop Typing Classes at Rappahannock Rehab. Services Weekend College and Off-Campus Advising
HELP Center (Big Stone Gap, VA)	Help Empower Local People
Hollins College	Adult Studies Programs
Martinsville-Henry County Chamber of Commerce	Teacher Re-certification Course from PHCC

VIRGINIA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Martinsville-Henry County Chamber of Commerce and Patrick Henry Community College	Tuition Reimbursement Program
Mary Baldwin College	Adult Degree Program
Mountain Empire Community College	MECC Literacy Initiative Reducing Barriers to Adults Wins Project Developmental Studies Program
New River Community College	Project Employment Potential Women's Model Program in Trade and Industrial Careers Community Alliance for Recruitment/Retention of Black Students Single Parents and Homemakers Center for Learning Disabled Center for Hearing Impaired
Patrick Henry Community College	Weekend College Alternative Learning Courses Women at Work - Sex Equity Non-Traditional Studies
Radford University	Evening College Off-campus Courses Teaching for Thinking: Creativity in the Classroom Adult Degree Program
University of Richmond	Evening Programs
University of Virginia	Cooperative Graduate Engineering Program School Improvement Project

VIRGINIA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Virginia Highlands Community College	Saltville Continuing Education Facility Older Worker Program - JTPA Special Services for the Disadvantaged
Wytheville Community College	Lifelong Learning Activities Educational Talent Search Sex Equity Program

WEST VIRGINIA

INSTITUTION	TYPE OF PROGRAM/PROGRAM NAME
Davis and Elkins College	MAP (Mentor Assisted Adult Degree Program)
Marshall University Community College	Homemakers Program Senior Citizens Program Classes for Children General Interest Courses Upward Bound Program Disabled Student Service Program Independent Study Skills Program
Salem College	Off Campus Courses
Shepherd College	One Day College
Southern West Virginia Community College	Telecommunication Courses Track 12 Program
University of Charleston	Military Degree Program
West Virginia College of Graduate Studies	Off-campus Courses Telecommunication Courses Computer Assisted Program Providing Assistance for Learning Programs Providing Library Services
West Virginia Education Fund Inc.	Clearinghouse for Increasing College-Going Rate
Wheeling College	Financial Aid Services Loan Instructors Program

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